

ECONOMIC AND SOCIAL RESEARCH COUNCIL END OF AWARD REPORT



For awards ending on or after 1 November 2009

This End of Award Report should be completed and submitted using the **grant reference** as the email subject, to **reportsofficer@esrc.ac.uk** on or before the due date.

The final instalment of the grant will not be paid until an End of Award Report is completed in full and accepted by ESRC.

Grant holders whose End of Award Report is overdue or incomplete will not be eligible for further ESRC funding until the Report is accepted. ESRC reserves the right to recover a sum of the expenditure incurred on the grant if the End of Award Report is overdue. (Please see Section 5 of the ESRC Research Funding Guide for details.)

Please refer to the Guidance notes when completing this End of Award Report.

Grant Reference	RES-451-26-0618		
Grant Title	Disaster Education in the UK		
Grant Start Date	10 th February 2009	Total Amount	£14,968
Grant End Date	9 th February 2011	Expended:	
Grant holding Institution	Northumbria University		
Grant Holder	Dr. Andrew E. Collins		
Grant Holder's Contact Details	Address	Email	
	Disaster and Development Centre, School of the Built and Natural Environment, 218D Ellison Building, Northumbria University, Newcastle-u-Tyne, NE18ST	andrew.collins@northumbria.ac.uk	
		Telephone	07813552071
Co-Investigators (as per project application):		Institution	
Dr. Bernard Manyena		Northumbria University	
Dr. Hideyuki Shiroshita		Kansai University (formerly Kyoto)	
Prof. Brian Hobbs		Glamorgan University	
Dr. John Twigg		University College London	
Dr. Maureen Fordham		Northumbria University	
Prof. Norio Okada		Kyoto University	
Mr. Stephen Rawlinson		Northumbria University	

1. NON-TECHNICAL SUMMARY

Please provide below a project summary written in non-technical language. The summary may be used by ESRC to publicise your work and should explain the aims and findings of the project. *[Max 250 words]*

The seminar series brought together emergency management specialists and educationalists to explore how disaster management knowledge, innovation and education can contribute to building a culture of safety and resilience in the UK. The series was primarily focussed on ways of understanding UK disaster reduction contexts, though informed by contributions from other parts of the world. The strengthening of debate on practical and policy developments for disaster education helped exchange experiences and ideas about dealing with changing hazards and vulnerabilities. This contributed to wider and strengthened interest in disaster risk reduction engagement through associated educational needs.

The series analysed conceptual, practical and policy issues surrounding UK disaster education. Institutional partners were The universities of Northumbria (lead), Glamorgan, UCL and Kyoto served as partners with significant inputs from practice institutions, including in hosting of seminars. This facilitated a rich mix of learning cultures from within and without the academy for open debate and awareness building regards learning and education in disaster reduction. There are consequent developments for further activities beyond the life of this grant, such as ongoing additional conference sessions on disaster education, an EU project, and a DFID funded disaster education and community resilience programme in Zimbabwe and Bangladesh. These also feed back into the UK context. The series exposed a deeply held interest in disaster education from within the UK emergency management sector. Key conclusions were the need to develop in depth grounded learning processes, integrated institutional development and mixed qualitative and quantitative tools for the job.

2. PROJECT OVERVIEW

a) Objectives

Please state the aims and objectives of your project as outlined in your proposal to the ESRC. *[Max 200 words]*

To contribute grounded knowledge and expertise in UK disaster education. Specifically to:

i) Explore the conceptual challenges of disaster education

This examines how disaster education is perceived by academics and practitioners in the UK as compared with those in other parts of the world. The series considered the extent to which elements (if any) of disaster education are integrated into the national curriculum, other learning systems, or picked up informally, in contrast to others parts of the world.

ii) Build an inter-disciplinary network of academics and practitioners

The series encouraged debate among academics and practitioners interested in disaster education from varied disciplinary perspectives and, in so doing, helped foster the emergence of an international network of interests in this field.

iii) Identify disaster education policy options in the UK

The seminars provided a flexible forum within which to examine conceptual, theoretical and policy issues surrounding disaster education. Outcomes from each of the seminars were collated. A web presence is ongoing. The policy options concern facilitated learning processes, integrated institutional development and further developing the tools for the job.

b) Project Changes

Please describe any changes made to the original aims and objectives, and confirm that these were agreed with the ESRC. Please also detail any changes to the grant holder's institutional affiliation, project staffing or funding. *[Max 200 words]*

There were no changes to the original aims and objectives. There were no changes to staffing, though one member of staff (Rawlinson) was unable to participate beyond the stage of project design.

The original plan had indicated a seminar would take place in Manchester. With the permission of ESRC we decided to skip this seminar to concentrate more on the success of the London event which was attended to full capacity, and which achieved a highly successful outcome. Additionally, we managed to add an event, with ESRC permission, at Kyoto University linked to a larger conference going on there during that period. This was the disaster education session of the Integrated Disaster Risk Management event. Overall these few alterations did not reduce the overall level of activity associated with the series, the additions having enhanced it further. The project is within budget.

c) Methodology

Please describe the methodology that you employed in the project. Please also note any ethical issues that arose during the course of the work, the effects of this and any action taken. *[Max. 500 words]*

The ESRC series was launched in February 2009 by the DDC of Northumbria University, accompanied by the Chief Fire Officer for Tyne and Wear Fire and Rescue Service, the Consul General of Japan and the Leader of Newcastle City Council. The project funding period ended in February 2011 though its resonance is ongoing. Seminars funded by the ESRC project concluded with the London seminar hosted by Kingston and Hounslow Councils on 7th September 2010. This saw the greatest attendance of the seminars with an applicant list of 150 being trimmed to 120 participants to conform with the health and safety regulations of the venue provided by Kingston University. The full set of seminars that took place was as follows:

3rd March, 2009 Newcastle: Venue - Tyne and Wear Fire and Rescue Service Headquarters

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1st May, 2009 Edinburgh – The Risk Factory
30th June, 2009 Glamorgan – Glamorgan Business Centre, University of Glamorgan
14th October 2009 Kyoto – Disaster Prevention Research Institute, Kyoto University
11th June, 2010 Belfast – Northern Ireland Fire and Rescue Training Centre
7th September, 2010 London – Hosted by Hounslow and Kingston Councils at Kingston University

The period since the last seminar has been used for consolidation of ideas including through email circulars to a large mailing list. The topic was further engaged at the annual Dealing with Disasters conference in November 2010, hosted by the DDC and which attracted the Director of the United Nations International Strategy for Disaster Reduction, a Senior UK military representative, Regional Head of Maltester International and guests from major NGOs, academic institutions and international links working in disaster reduction from multiple countries.

For the ESRC series as a whole there were 54 keynote presentations from academics, emergency managers, policy-making bodies and NGOs, and six extended discussion sessions. Fifteen of the presentations were based on case work from beyond the UK, though with application to the UK disaster education field. A web site for the series was established in the early stages of the project at <http://www.drs.dpri.kyoto-u.ac.jp/jp-uk/esrc/> and emailing list compiled. The email list accumulated hundreds of recipients for updates about the series and events in this field going on for years to come. We intend that e-discussion and other events we are involved with will continue debates and development of ideas on this topic into the future. For example the PI of this grant (Collins) has co-convened a 'track' on Disaster Education and Training at the 8th International Conference on Information Systems for Crisis Response and Management (ISCRAM) that took place in Lisbon in May 2011. He has also brought some of the culture of the disaster education series to his role with the international 'Communicating Disaster' Research Group of the Centre for Interdisciplinary Studies based at Bielefeld, Germany.

d) Project Findings

Please summarise the findings of the project, referring where appropriate to outputs recorded on the ESRC website. Any future research plans should also be identified. *[Max 500 words]*

The analysis from this series is ongoing and will continue long after the final report. We have by way of summary concluded a series of key finding headers under which series outputs are formulated, the broad headings of which are: i) learning processes, ii) institutional development and iii) tools to do the job. An initial map of these summary headers for which awareness has been built cross sector and in an interdisciplinary sense is represented in Table 1 below.

Ongoing discussion of these topics is being encouraged through further events that the collaborating institutions are engaged in and are to be further represented in published outputs. It is expected that a number of papers for peer reviewed journals will use this, and at least one is intended to produce the core of the series findings itself.

Beyond the papers addressing these points there are other outputs over the longer time frame

planned by those sharing the seminar series, including chapters in wider reaching text books on disaster management. Whilst some material will enter the public domain via conventional journal papers, there remains a possibility of a special issue of an entire journal, and this continues to be explored. Materials are also being made available to the ESRC web based resource, the United Nations and other forums. For example an interim report from the series was published by one of the Europe based networks DSCRN.

We expect the outcomes of the series to resonate for years to come and have linked themes emergent to other forums such as exemplified by the case of the Dealing with Disasters annual conference that took place at Kathmandu in 2009 (hosted by Govt. of Nepal) and at Northumbria University on 23rd and 24th November 2010 with further venues being scheduled for 2011 and 2012 respectively.

Table 1: Indicative Scope of Emergent Points

Learning Processes	Institutional Development	Tools to Do the Job
Information Communication Perception Motivation Bringing academics and practitioners together Child led disaster risk reduction	Community groups Blue light services School education Evidence based sciences Responsible citizenship Safe communities	Visual tools (film, drama ..) IT networks Risk registers Competency frameworks Learning plans (and what if..?) Quiz and gaming Risk mapping

The feedback received after each seminar was very positive and including pledges from senior members of the Emergency Services and Government bodies to remain engaged in the topic, including the Fire and Rescue Services and Health Protection Agency. One of the points referred to in the feedback has been the success in bringing together practitioners from the emergency services, policy participants from local government (particularly contingency planning representatives) educationalists, academics and international NGOs in a common and supportive environment. The Fire and Rescue Services input to the series from its early stages was particularly welcome. The Health Protection Agency has additionally produced a write up from the London seminar for the HPA and this is currently being sought for inclusion in a package of materials that can be made more widely available.

e) Contributions to wider ESRC initiatives (eg Research Programmes or Networks)

If your project was part of a wider ESRC initiative, please describe your contributions to the initiative's objectives and activities and note any effect on your project resulting from participation. *[Max. 200 words]*

The Disaster and Development Centre which led the implementation of this seminar series grant has also run a successful ESRC/DFID research project on health security for disaster resilience and three DFID funded Delphe projects variously on disaster reduction related topics including currently on 'disaster education and community resilience'. Each of these

activities is associated with a network of scholars and practitioner groups that similarly have been informed about the Seminar Series. The PI of the grant has also been involved in several discussion groups for the cross council Global Uncertainties Programme, and is a member of the ESRC Peer Review College.

3. EARLY AND ANTICIPATED IMPACTS

a) Summary of Impacts to date

Please summarise any impacts of the project to date, referring where appropriate to associated outputs recorded on the ESRC website. This should include both scientific impacts (relevant to the academic community) and economic and societal impacts (relevant to broader society). The impact can be relevant to any organisation, community or individual. *[Max. 400 words]*

In summary, the impacts of this project have been to bring clarity in understanding the gaps and changing demand for UK disaster education. Whilst the various elements involved in our seminar series were able to offer an aspect of disaster education from their own specialist fields, the impact was in the realisation by multiple individuals and institutions that much was still missing. In particular, those attending these seminars have had to begin to rethink their emergency preparedness learning and communication processes. Each, including the university departments better recognise the need for an integrated analysis of disaster education, particularly the need for grounded information gathering and dissemination informed by community needs and expectations, rather than driven from institutional command and control structures. The impact has been to stimulate greater interest in this field, evidenced by the increasing number of additional events and discussions underway that have resulted from, or been influenced by the series. This extends to the work of individuals involved in the series at the highest level of international forum, including the United Nations and Government Departments of several countries, including the UK, Japan and Zimbabwe. We expect to have much more to report regards publications in 12 months time.

b) Anticipated/Potential Future Impacts

Please outline any anticipated or potential impacts (scientific or economic and societal) that you believe your project might have in future. *[Max. 200 words]*

If we are successful in continuing the theme we would expect the outcomes of the series to be networked across a European Network (EU Framework 7 proposal in progress). Sessions of the United Nations Platform for Disaster Reduction (DDC is an accredited institution) may also engage the topic further. We will continue to engage the UK emergency services in the subject through the annual 'Dealing with Disasters Conference', which is unique in bringing together UK emergency services, academia and international disaster and development workers under the same roof. The theoretical development and tools of disaster education and learning will be pursued further and will be reflected in forthcoming publications. A harder target for the future may be to bring about change in the UK Schools Sector for which we believe a revisit of the curriculum is required. Disaster education

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remains under-represented despite the need for young people and children to be equipped to cope with the topic in terms of awareness, capacity and empathy with others.

You will be asked to complete an ESRC Impact Report 12 months after the end date of your award. The Impact Report will ask for details of any impacts that have arisen since the completion of the End of Award Report.

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4. DECLARATIONS

Please ensure that sections A, B and C below are completed and signed by the appropriate individuals. The End of Award Report will not be accepted unless all sections are signed.

Please note hard copies are NOT required; electronic signatures are accepted and should be used.

A: To be completed by Grant Holder

Please read the following statements. Tick ONE statement under ii) and iii), then sign with an electronic signature at the end of the section (this should be a image of your actual signature).

i) The Project

This Report is an accurate overview of the project, its findings and impacts. All co-investigators named in the proposal to ESRC or appointed subsequently have seen and approved the Report.	<input checked="" type="checkbox"/>
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ii) Submissions to the ESRC website (research catalogue)

Output and impact information has been submitted to the ESRC website. Details of any future outputs and impacts will be submitted as soon as they become available.	<input type="checkbox"/>
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OR

This grant has not yet produced any outputs or impacts. Details of any future outputs and impacts will be submitted to the ESRC website as soon as they become available.	<input checked="" type="checkbox"/>
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OR

This grant is not listed on the ESRC website.	<input type="checkbox"/>
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iii) Submission of Datasets

Datasets arising from this grant have been offered for deposit with the Economic and Social Data Service.	<input type="checkbox"/>
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OR

Datasets that were anticipated in the grant proposal have not been produced and the Economic and Social Data Service has been notified.	<input type="checkbox"/>
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OR

No datasets were proposed or produced from this grant.	<input checked="" type="checkbox"/>
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